



**STRATEGY
RESEARCH
PROJECT**

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**THE QUEST FOR MORAL FIBER AT THE
PRECOMMISSIONING LEVEL**

BY

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USAWC STRATEGY RESEARCH PROJECT

THE QUEST FOR MORAL FIBER AT THE PRECOMMISSIONING LEVEL

by

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ABSTRACT

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Chaplain (LTC) Willard Goldman, a project officer in the Office of the Deputy Chief of Staff for Personnel, initiated a study in 1994 entitled, "Character Development in the U.S. Army: A Proposal to Change the Future." He postulated that the Army lacked a systematic and cohesive ethics program. General Dennis J. Reimer, Chief of Staff of the Army, has approved the study. A Task Force designated "Character Development-2001" (CD-2001) has been formed to investigate and develop an ethics program that will meet the needs of the 21st century. This study supports the task force's mission and examines the ethics training currently being conducted at the US Military Academy and by Cadet Command. It concludes with recommendations on officer selection and on the content and goals of Army ethics courses.

THE QUEST FOR MORAL FIBER AT THE PRECOMMISSIONING LEVEL

You have held personal safety and comfort above duty, honor, and country, and, in so doing, have deliberately violated your oath...as an officer of the United States Army.

(Words of reprimand imposed
upon a US Army lieutenant colonel, 1956)

I. BACKGROUND AND INTRODUCTION

Soldiers are what the Army is about. The West Point motto, Duty - Honor - Country resonates throughout the Army, conjuring an ideal image of patriotic service. This image invokes a soldier with the highest ethical qualities. He or she will fight and die for others. He or she will not lie, cheat, or steal. He or she will be unwaveringly loyal. He or she will live by a warrior creed. How effectively does the military instill these noble virtues in its soldiers?

Military professionals agree that formal instruction in professional military ethics should be offered throughout the Army service school system and in regular units. It should be systematic, reinforcing and institutionalized at all levels, beginning in the basic course. Ethical education should develop as a process, promoting gradual growth, differentiation, or evolution through successive changes to produce morally strong character. Character is defined as the attribute or feature that makes up and distinguish individuals.

The Chief of Staff of the Army, General Dennis J. Reimer, has approved the Character Development-2001 Program (CD-2001) which focuses on designing and executing an integrated character development program for the Army. Chaplain (LTC) Willard D. Goldman spearheads the program. His proposal asserts that current ethics training is "an

array of isolated pieces at academies, service schools, local SJA classes on ethical conduct and a few other individual programs."¹ This hectic situation is compounded by poorly developed and randomly distributed training packets, used by improperly trained instructors. These are not new observations. In 1977, LTC Melville A. Drisko drew the same conclusions and recommended the same program changes.² Perhaps the time was not right to change the Army's ethical training. Now it is. The goal of CD-2001 is to unite the total human development process so that all members of the Army family may live the Army ethos -- duty, integrity, and selfless service -- in everything they do.

This study examines, describes, and analyzes the ethics curriculum currently offered at the US Military Academy and throughout the ROTC Cadet Command. The study will concentrate on character development during the precommissioning phase of training. Information from this study will be provided to The Character Development-2001 Task Force.

What is ethics? It refers to the moral fiber of our nation's soldiers. This fiber is being woven and designed for our future officers beginning at the precommissioning level. However, indications are that ethics training at our precommissioning schools is somewhat lacking. Recent publications reiterate with the need for more and better training in universities and service academies to bestow character development on their young charges. When the late Barbara Jordon accepted her Sylvanus Thayer Award at West Point, she stated that in West Point's motto, "Duty, Honor, Country," a host of tested and proven values are cast together in those six syllables." She asked the cadets, "Can you do what is necessary through your service to your country to give those words a meaning that will not only suffice, but challenge and lead others in the 21st century." Ms. Jordon challenged the cadets to

examine their motives for coming to West Point. She assured them that some would be great leaders and serve their country well and nobly. She urged them not to lose step amidst the radical change taking place around them. Her guiding compass points to those events that do no change -- high ethical values.³ Clearly, Ms. Jordon regarded West Point's ethics education as central to the Academy's mission of preparing young people for a career of service to their country.

High ethical values are exactly what the service academies strive to attain. Yet recently in "Crisis of Conscience," James Kitfield asserted:

it is a truism that all armed forces are a mirror image of the society they serve, reflecting their strengths and sometimes magnifying their weaknesses. The weaknesses so evident in most scandals, well noted among instructors at all service academies, is a growing moral relativism.⁴

His recent review of cases involving ethical incidents reveals some harsh truths. For instance, he points to several high-profile cases that were investigated by IG officials, who discovered cover-ups and half-truths. He suggests that "the ethical compass of the uniformed services may be wavering from true north." The article explores how we get entangled in confused loyalties to our superiors and peers. He cites the recent Tailhook incident and the 1992 Naval Academy cheating scandal. Admiral Charles Larson, superintendent at the Naval Academy, is taking aggressive measures to correct the 1992 incident. He believes that Academy now needs to construct an ethical foundation. The Air Force Academy has not been immune to recent ethical dilemmas, since they recently installed deadbolt locks on cadet quarters for the first time. West Point is reemphasizing ethics throughout its curriculum. What does all this say? Perhaps Daniel Callahan stated it best: "Why should I be moral? --a question that is close to 2,500 years old--will continue to arise as much now as it did for earlier generations."⁵

We have called on officers from time immemorial to do what was right. Decency and moral virtue have been cornerstones of the American character. Military officers are entrusted not only to uphold and defend the Constitution, but as well to provide the moral yardstick of society.

The Army has written field manuals describing a soldier's essence - his purpose. One such manual is FM 100-1, The Army.⁶ It declares the soldier's fundamental purpose is to fight and win the Nation's wars while establishing conditions for lasting peace through land force dominance. This profession of arms calls for its warriors to make the supreme sacrifice if necessary. The American public entrusts soldiers with the Army ethos to guide them to selfless service. Selfless service requires both devotion to duty and indisputable integrity. These mighty words indicate the moral foundation of our soldiers. FM 100-1 warns that "To violate the Army ethos or to tolerate its violation dishonors the profession and may compromise the Nation's security." Devotion to duty ensures that soldiers do what is right. American society and other armies look to the American soldier to set the standard: always to do what is right. Our nation has been served by outstanding and honorable young warriors. To maintain this tradition, senior officers and non-commissioned officers must display the core qualities of commitment, competence, candor, compassion and courage and must impart them to their young charges. These leaders' work is cut out for them.

II. METHODOLOGY

An in-depth analysis of ethics education at the three service academies is beyond the scope of this study. However, the study does review the relevant curricula at West Point, Annapolis, and Colorado Springs. Respondents from these service academies and Cadet Command were asked to address these questions: What are the goals of teaching ethics? What is the curriculum? Who should teach ethics?

COLLECTION OF DATA

Service academies and Cadet Command were asked to provide ethics instruction course syllabi. Cadet Command forwarded a copy of their Training Support Package, Leadership (ETHICS), MQSI, 15 Apr 90. The Air Force Academy provided a complete lesson plan for Philosophy 310, Ethics. Copies of schools texts were provided. The service academies and Cadet Command offered clear responses to several questions regarding their syllabus and instructor qualifications. A non-scientific random telephone sample was conducted with ten ROTC schools to discern whether or not they were following the TSP's and/or establishing separate syllabi.

GOALS AND OBJECTIVES: Organization and Analysis of Service Academies and Cadet Command

The service academies have hardly been exempt from current downsizing sentencing. Tom Philpott's article, "The Service Academies; Are They Still Worth the Cost?"⁷ examined

declining budgets and the cost of producing a quality officer. Defenders of the academies argue that given that the cost-performance debate clouds the issue of the true strength of the service academies: character development. Admiral Charles Larson, Naval Academy superintendent, observes that "I can't say I produce a finer officer than ROTC or OCS. Academy graduates are better prepared for military careers thanks to their four-year immersion in leadership environment." Further, he states that they then bring those values and standards to the entire officers' corps. ROTC can't assume that role. Its character development program is broad in scope and low in intensity. "I don't know how to tell a hundred university professors, 'Do this program for me.'" LTG Howard Graves, Superintendent at the US Military Academy, echoes Admiral Larson's thoughts, but he doesn't believe Academy graduates have cornered the market on honesty, fairness, or respect for others. He admits there are many leaders of character coming from other institutions.

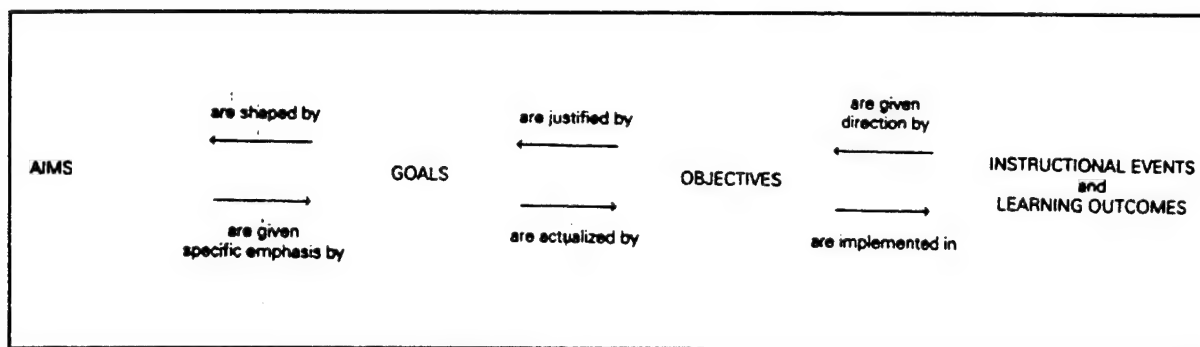
Certainly we somewhat protect service academy cadets from "real world environment" during their four-year schooling, but this does not necessarily suggest they are without problems when it comes to character development. Annapolis had to deal with their cheating scandal in 1992-93, which led to the dismissal of 26 midshipman and punishment for 62 others. West Point similarly suffered a cheating scandal in the mid-1970's. While the academies reeled against these unfortunate happenings, they have taken steps to strengthen their character development programs.

What should be the goal in teaching ethics? What does it mean "to teach ethics?" Daniel Callahan and Sissela Bok's book, Ethics Teaching in Higher Education⁸ advises that we should teach courses in ethics because morality is part of any reflective personal life and

because ethical perspectives and specific moral rules are part of any cultural and civic life. They point out that ethical problems are inescapable and arise in all professions. Further, ethics is an appropriate subject to be taught at both advanced graduate and professional levels as well. However, teachers of ethics are faced with certain detractors such as time, student interests, and/or capacities, and instructional demands. Instructors must constantly ask how best to teach ethics and how to establish a viable goal or criterion for an ethics class. Callahan and Bok argue for the following goals for all levels of teaching classes of ethics: (1) Stimulate the moral imagination - involve a student's feelings and imagination; (2) Recognize ethical issues - a conscious, rational attempt to sort out those elements in emotional responses that represent appraisal and judgment, (3) Eliciting a sense of moral obligation - to explore the central issue of freedom and personal responsibility and (4) Developing Analytical skills - simply the development of logical skills..

Colin J. Marsh regards goals and objectives from another perspective. In his recent publication, Key Concepts for Understanding Curriculum, goals are defined very simply as specific statements of intent. Cumulatively, they represent the purpose of a course of instruction. Goals lend themselves then to objectives, which are defined as specific statements of what students are to be able to do after having experienced an instructional unit.⁹ He adds another dimension to the typical goals or objectives that the lay instructor is accustomed to -- the dimension of aims. Aims are long-term outcomes, broad statements that stipulate such things as "mastery of basic facts and theories." Objectives are statements of intent about anticipated changes in learners. A stated objective should identify how students should change their behavior in response to the learning experience. Instructional

objectives may be used in the design of curricula which normally describe desired learning outcomes in terms of student activities or behaviors. The following figure shows graphically the relationship between aims, goals, and objectives.



Another paradigm of goal setting for ethical classes is recommended in The Teaching of Ethics in the Military¹⁰. Reasonable goals in a well-designed and well-taught program should include a decent introduction to the military professional, to its major value characteristics, and to its basic rules and responsibilities. The course should emphasize that: ethical behavior is not something merely desirable to add to other professional skills, it is an integral part of deploying those skills and using them most effectively. Goals or objectives for the academies and Cadet Command are summarized below:

NAVAL ACADEMY

The Naval Academy has taken measures to strengthen their character development programs. They are establishing a class entitled "Ethics and Moral Reasoning for the Naval Officer." This course will be required by all third class midshipmen. The three-hour class

offers one hour of formal lecture given by a philosophy professor, followed by two hours facilitated by senior officers. The course targets five separate aims:

1. To examine moral reasoning through familiarization with some traditions of ethical thought.
2. To describe varieties of moral theory including egoism, utilitarianism, Kantianism, divine command, natural law, and virtue ethics, and the underlying philosophical positions of each.
3. To apply moral reasoning to recent history in the armed forces and to show examples that one is likely to encounter at the Academy and in the fleet as a junior officer.
4. To examine virtues central to the military (including obedience, loyalty, integrity, courage) and the various ways in which these virtues might be justified and applied.
5. To critique beliefs, arguments, assumptions and reasoning in one's own thinking

The course requires that each student write a weekly one-page reaction paper to the readings. Additionally, two more substantial papers are required by the close of the semester. They require a midterm and final exam. The Naval Academy requires midshipmen to study six different texts.

AIR FORCE ACADEMY

The Air Force Academy ethics course is mandatory. Normally cadets take it in their junior year. The Military Arts and Science Department offers two additional lessons to sophomore cadets. However, these courses focus more on the military as a profession. The required ethics course has three key objectives:

1. To develop abilities to use analytical rigor in framing and resolving moral issues
2. To become familiar with the rich intellectual history of thinking about morality in the West
3. To be able to apply concepts learned to moral problems that they may confront throughout their Air Force careers.

They require that the cadets read three texts and four case studies. Professors

Charles Hudlin and Malham Wakin write the texts; they also serve on the staff and faculty of the Academy. The syllabus states "this course is a truly unique and important part of your education here at the Academy. More than in any other class, you will be required to think for yourself. And what you will be thinking 'about' is the most important thing any of us can address: how we ought to live. Nothing is more vital to your education as a future Air Force officer."¹¹

CADET COMMAND (ROTC)

Cadet Command establishes policies and directives for the 330 ROTC battalions. They require the schools to cover all learning objectives as outlined in the Training Support Packages (TSP).¹² The proponent for Leadership (Ethics) (TSP No. S1-9001.00.-0001) is the Center for Army Leadership, which is currently updating the TSP. The preface states: Leadership ...is a 25 hour block of instruction consisting of 13 lesson plans grouped into 6 subject areas. The TSP contains instructional material to include lesson plans, paper copies of view graph transparencies, practical exercises and/or examinations and solutions. The purpose of this training support package is to give TRADOC agency/proponent instructors a standardized method of presenting resident instruction for the ethics portion of the leadership professional knowledge area. The leadership lessons should be presented in sequence. The TSP allows an instructor to use it as a guide to develop his/her class on ethics. The objectives are:

1. Relate military service to a model of a profession.
2. Relate how the Just War Tradition applies to you as a professional soldier and leader.
3. Relate national values, the professional Army ethic, and professional officers' obligations to each other and to the implications for your service as an officer.
4. Analyze a situation for ethical considerations.
5. Resolve an ethical dilemma involving a superior.
6. Apply leadership fundamentals to create a climate that fosters ethical behavior.

US MILITARY ACADEMY (USMA)

The Department of English instructs the ethics course for USMA cadets. Philosophy 201: Introduction to Philosophy, is taught in three blocks: Development of Critical Reasoning Skills; Introduction to Moral Theory; War and Morality. The six objectives are:

1. To develop the capacity to think clearly and critically.
2. To become familiar with the language, arguments, and methods of moral discourse.
3. To heighten awareness of moral issues and the value of leading an examined life.
4. To examine the moral dimensions of war.
5. To engage in reasoned discussion on philosophical issues.
6. To reinforce writing skills with an emphasis on articulating ideas in organized, effective, and correct prose.

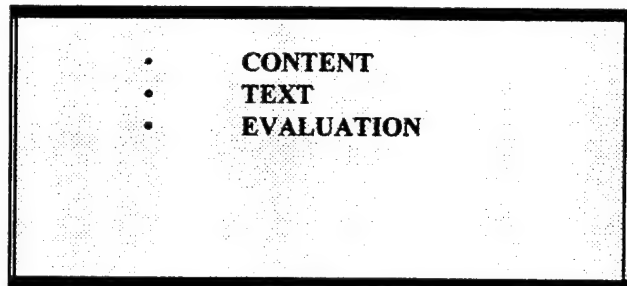
OBSERVATIONS

All service academies and ROTC have established clear goals and/or objectives. The Naval Academy and Air Force Academy have slightly different flavor of their ethics curriculum than either USMA or Cadet Command. The Naval Academy goals are supported by the use of six texts that explore issues surrounding recent moral reasoning in the armed forces and examples that a midshipman may face as a commissioned Naval officer. Additionally, basic moral theories are studied. An examination of virtues central to the military and a development of critical thinking and reasoning emphasized for the young midshipmen. A full-time professor supported by additional senior Naval officers offer the USNA course. The Air Force Academy also seeks to develop analytical rigor in framing and resolving moral issues for their cadets. Air Force cadets are introduced to the classical theories. The Air Force Academy's staff consists of eight Ph.D-level professors and four full-time master level professors. An in-depth review of curriculum content will be explored in the next section.

THE ETHICAL CURRICULUM DESIGN

ROTC and USMA

Curriculum is----->



Curriculum consists of content of subject matter, texts, and evaluations. Instructors determine the methods of instruction. However, the instruction is guided by an official syllabus or, as for ROTC, the Cadet Command's TSP's. Individual instructors design their syllabus at West Point. The instructor ultimately has to carry out the course instruction to the best of his/her ability. In so doing, they may select either verbal presentations, question and answer session related to the assigned materials, or problem-solving. Assessment of performance can be conducted either by tests (multiple-choice, essay, etc) or verbal participation or a combination of these methods. Instructors are reminded that a goal of teaching is to impart a sense imagination so that they may exploit ethical issues and develop analytical skills. With that in mind, the following depicts USMA and ROTC's curriculum:

USMA

TEXT}	<u>Moral Philosophy</u> <u>Critical Reasoning</u> <u>An Introduction to Legal and Moral Issues</u> <u>Morality and the Good Life</u>
CONTENT}	Develop critical reasoning skills; Introduction to Moral Theory (includes virtue ethics; Utilitarianism and Non-consequentialist or Duty ethics; Social Contract and Natural Law theory); War and Morality
EVALUATION}	Three short out-of-class papers of 500-1500 words in length. Additionally, grades based on preparation for class participation in class discussion. Short Essay = 30%; Quizzes = 30%; Instructor Grade = 10%; Terminal Exam = 30% (Total 100%)

ROTC

TEXT} Only Instructor Recommended Text: War, Morality and the Military;
Military Professionalization and Political Power, and Introduction to the
Military Profession

CONTENT} Explain how military service qualifies as a profession; explain the Just War Theory, identify the criteria of Just War, and relate how the Just War tradition applies to today's professional soldier; list, identify, or describe national values and the professional Army ethic; list each step in the ethical decision making process and apply them to a military situation; identify an ethical dilemma involving a superior, list appropriate actions which could be taken in an attempt to resolve the dilemma, and identify appropriate actions in the event the dilemma cannot be resolved with the superior issuing the illegal or unethical order; identify the traditional and operating values in a unit and factors which influence those values.

EVALUATION} Combination of short essay, multiple-choice and practical exercise(case study) No total point value is given in the TSP

OBSERVATIONS

In contrast to USMA, the TSP used by Cadet Command does not address ethical theories. This may be due to the limited time (25 hours) devoted to the subject. Since ROTC students are traditional university students, they may enroll in a basic philosophy course and thereby be exposed to ethical theory. The TSP's lesson plans highlight the characteristics of the military profession, showing how it relates to the just war theory and relating individual values to the professional Army ethic. The course objectives and material are focused on the next MQS stage in the pre-commissioning process. Considering the

limited time devoted to this block of instruction, the focus is on who, what, when and where. The Army model is used to sort through an ethical dilemma. The TSP specifically outlines and identifies material to be taught for this short block of instruction.

Recent literature on curriculum design¹³ addresses the issue of centrally-based curriculum development as opposed to that curriculum designed by the instructor. Centrally-based curriculum development is developed by a "head office" in an educational system. These personnel make decisions about what is to be taught, how it is to be taught, and how it is to be assessed. This is exactly what the Army Center for Army Leadership has developed with the TSP. This centrally developed curriculum provides several advantages: provides a uniform delivery system, saves time, ensures continuity, concentrates expertise, and provides tight coupling between the school and the system. However, this system as well possesses several disadvantages: provides little instructor initiative, may lack implementation strategies, and increases standardization (can lead to narrow goals). Since it appears that a centrally-based system may be seen as an "impediment" the question arose as to whether the ROTC instructors are using the TSP. Therefore, a non-systematic non-random sample was conducted by telephoning ten ROTC battalions to clarify this issue. All schools reported they do not use the TSP's. They indicated that the Professor of Military Science (PMS) normally taught ethics using his/her own syllabi. Are other PMS' using their discretion and developing curriculum to fit their needs? When Cadet Command's Educational Assessment Branch was queried, they stated the TSP's are not required to be followed nor used so long as the learning objectives were met. Therefore, ROTC ethics instruction is not tightly structured, but it focuses on common, specified objectives.

On the other hand, USMA offers a full semester of ethics instruction. USMA instructors explore moral philosophy theories, critical reasoning, and legal issues surrounding an ethical dilemma. Course material is developed by the permanent PhD-level instructors assigned to USMA. Other instructors assigned to the department use this material.

INSTRUCTOR QUALIFICATIONS

What should be the minimum level of experience a person should hold prior to teaching military ethics? Professor Peter Stromberg and his colleagues raise the question: are experienced professional or philosophy professors best qualified to teach professional ethics? They state a mix of rigorous philosophical training and professional experience is essential.¹⁴ Yet another view is espoused by Bernard Rosen who asserts that "teachers of ethics range in their personal behavior from the saintly to the wicked."¹⁵ Presentations on ethics range from lectures with no applications to moral exercises within the classroom to in-depth theory lectures. Rosen makes the distinction between the morally wise person and the person knowledgeable about morality:

The morally wise person is someone to consult if you had a difficult moral problem, such as a friend or minister. They may or may not be trained in normative ethics. In contrast, someone may have extensive knowledge of normative ethical systems, but be insensitive to the needs of people, or not be a good person. Since students learn by both precept and concept, the desire is to have a morally "good" person. Personal example is a way for students to learn. Through class lectures and acquaintance, students will make decisions about ethical issues.

The perceptive professor recognizes that he/she is setting the example for our future officers to emulate. Callahan states "the first person that a teacher of ethics has to educate is himself,

and the indispensable goals of the teaching of ethics suggested above are the indispensable goals of the teacher's own self-education. And it is an education that must be lifelong, never once and for all completed. Students who see their teachers educating themselves before their very eyes will have a helpful role model."¹⁶

	NUMBER OF INSTRUCTORS	CREDENTIALS	COMMENTS
USMA	One colonel; Two lieutenant colonels; Six majors; Four captains; Two senior civilian professors ; One senior visiting professor (emeritus); One junior civilian professor	All captains/majors have masters degrees in Philosophy (some are working on Ph.D's); senior field grade officers have masters degrees or PhDs. One lieutenant colonel and one colonel are permanent faculty (PhDs). Civilian professors are PhDs	Instructors are mainly from the Combat and Combat Support Branches. All are branch qualified. Typically have 8-10 years service.

	NUMBER OF INSTRUCTORS	CREDENTIALS	COMMENTS
ROTC	Varies with size of school. Either lieutenant colonel or captain	All captains have at least a baccalaureate degree; some have masters degrees in various disciplines	A random sampling of ROTC units suggests that the Professor of Military Science (PMS) normally instructs the ethics course.

Service academies and ROTC instructors share similarities and differences. Instructors for the service academies are branch selected specifically to teach at the academy though the

Army's Educational Requirements System (AERS). Upon selection, the officer will be sent to a university for an advanced degree, then assigned to the service academy to become part of the faculty. A captain selected to teach at a ROTC school does not necessarily need to have an advanced degree, nor is he/she afforded the opportunity to attend graduate school.

Universities are unique. Universities such as Massachusetts Institute of Technology, and other high tech schools, require advanced degrees for the military science instructors. The normal selection process is: a PERSCOM branch assignment officer identifies a captain to fill a vacancy thru the officer's packet is forwarded to the university for final acceptance; upon acceptance, orders are issued assigning the officer to the school's military sciences department. Even though the Professor of Military Science is an Army board selectee, he/she must also be accepted by the university.

USMA ethics classes are taught under the auspices of the English Department, which has two permanent PhD field grade level faculty. The academy also invites professor emeritus as visiting professors. Currently, the captains assigned to this department are working towards doctoral degrees. In contrast, ROTC has no tenured professors. Assigned lieutenant colonels from various military branches head the military science departments. However, most PMS' are combat arms and combat support arms branch officers. Another difference is USMA ethics instructors can be either civilian or military; ROTC uses only military instructors.

OBSERVATIONS

The differences between USMA and ROTC instructors begin with the selection process. Using a requirement for an engineer officer to teach at USMA, there are two methods of assignment. One would be to select an officer who already has served there or to have the Army Educational Requirements System (AERS) identify a top third officer. Branch convenes a board that selects not only officers to teach at West Point but officers to serve on other prestigious positions such as observer/controllers at NTC. These are top-notch officers. Normally, they have held branch qualifying positions and have performed in an outstanding manner. Some of these select officers will be required to attend graduate school prior to assignment at West Point. Captains designated to teach at ROTC schools are selected through the normal assignment process. There are two programs. One is designated non-branch qualified program, and one for branch qualified officers. The non-branch "q" officers have not had company command. Consequently, their experience is different from those that have had the experience of command. Does this suggest that we only send the top 1/3 captains to teach at USMA? Does this suggest they are more ethical than those who teach at ROTC schools? What it may suggest is that those selected for AERS positions are already top performers who are expected to continue to be the "cream of the crop." Another conjecture may be that aggressive and dynamic officers have already received advanced degrees and are performing in the highly desired TOE units or have turn-down AERS selection to remain in TOE units. Professors of Military (PMS) is by DA board selection. Many of the selectees have proven records and are near the end of their Army careers. West

Point field grade officers are not selected in this manner. Selection of staff is only one variable to examine. The training and preparation of the course content and the ability to capture the student's interest in ethics may be more paramount than whether or not an instructor holds a masters degree or doctorate degree. It can be argued that the ethics instructor must demonstrate to his/her students what the Army ethic is by living that ethic. Cadets learn by observation. If an instructor is living the "moral life," then that will be observed by the cadet. What is said in class and how the instructor conducts him or herself may be the most important attribute. Personal example is the best way to demonstrate professionalism to these young students. Perhaps the question should be: Do the instructors stimulate the moral imagination which involves student's feelings? That deep conviction of being the professional Army officer can inspire the students.

III. CONCLUSIONS

Differences exist among the sister academies, West Point and Cadet Command. The differences are greater between ROTC institutions and the academies. The greatest difference is platform hours of instruction and officer selection.

All the academies use the semester method. Cadet Command offers only a 25 hour block of instruction. However, since military science students are also traditional university students, they may be enrolled in a philosophy class elsewhere. Fort Leavenworth Center for Army Leadership developed the TSP, but it appears it is not being followed by the ROTC schools. Further, Cadet Command's educational branch headquarters believes that the TSP's

are only guides. So why produce the TSP? The TSP's are produced by qualified professionals who understand the limited time frame given to the ethics course. A goal of the Character Development-2001 Task Force is to implement a systematic and progressional ethics curriculum. It must begin at the precommissioning level. The nine year old Drisko study pointed to the fact that systematic and progressive development of ethics training is necessary and desirable. Nine years later, we still have not developed this program.

Officer selection methods differ. It appears that officers selected to teach at USMA are board selected via the AERS method. So captains selected, however, do not go through this selection process; they are nonetheless top block performers. It would suggest that a more careful selection criteria is in place for officers chosen to teach at the Academy. This does not hold true for captains selected to teach at ROTC universities. The field grade selectees, however, are board selected for ROTC. This would suggest a more rigid criteria is in place, designed to select better-than-average officers to command the ROTC battalions..

Selection of staff is only one variable to examine. Training, preparation of the course content, and the ability to capture the students' interest in ethics may be more significant than whether or not an instructor holds an advanced degree. It can be argued that the ethics instructor must demonstrate to his/her students what the Army ethic is by living that ethic. Perhaps the question should be: Do instructors stimulate the moral imagination that involves students feelings? If we are to develop the character and the ethos of our future leaders, then we must carefully and systematically design an ethic program with careful aims, taught by moral leaders. Inculcating moral fiber into our nation's future Army officers should be the number one mission for all.

IV. RECOMMENDATIONS

Recommend the Character Development 2001 Task Force review these findings.

Studies beyond the precommissioning level have been conducted by other Army War College students. Recommend their findings also be forwarded to the Task Force for review. An additional review of curriculum at the Navy and Air Force ROTC schools may be beneficial. Are they using a document similar to the Army's TSP? How do they select their officers to teach at the Academy and ROTC? A review of IG complaints generated at the academy versus those generated by ROTC schools may shed additional light on the "moral fiber" of those selected to teach. Selection of officers to teach our nation's future leaders must be done with great care. It has been shown that the compassionate and caring leader who epitomizes virtue and lives the moral life will teach our young cadets better than one who sees his duties as just that - duty. Teaching from the heart with an understanding of what the words Duty - Honor - Country- mean will generate a better officer than one who is instructed solely from a book. Today's leaders and instructors are challenged to pull together the nuances of teaching and impart to our future leaders the vision of selfless service, courage, candor, commitment and competence.

ENDNOTES

1. Chaplain(LTC) Willard Goldman, "Character Development in the U.S. Army: A Proposal to Change the Future," unpublished paper, 1995.
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